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ABSTRACT

This guide explains Alberta's Program Unit Funding, a means to provide individual programs to supplement support for young children (ages 2.5 to 6 years) with severe disabilities. This program requires development of an Individualized Program Plan for each child and an individual budget plan submitted each school year. After an overview, sections of the guide explain the Early Childhood Services (ECS) context; basic requirements for Program Unit Funding (such as age of child, severe disabling conditions, and functioning level of child); completion of forms for Program Unit Funding (the declaration page, determining funding levels, and the budget page); ECS transportation funding; reporting of actual costs; and other ECS funding. Also included is an application form. Appended are a checklist for development of local special needs policies, a preliminary special needs screening profile, relevant excerpts from the "Funding for School Authorities Manual," the form for summarizing actual expenditures, and an example of a completed Program Unit Funding application. (DB)

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ED 420 136

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ECS
Program Unit Funding:

A Handbook
for ECS Operators

1997/1998

H. Finnestad

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Parents	
General Public	
Others	

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PROGRAM UNIT FUNDING

Overview

Program Unit Funding is provided to approved Early Childhood Services (ECS) operators for children with severe disabilities who require additional support above that offered in a regular ECS program. Funding is provided for individual programs that meet the educational needs of children with severe disabilities. Program Unit Funding is available for a maximum of three years for each eligible child who is two and one half years of age to less than six years of age on September 1. To receive this funding, a child must fit the criteria of at least one of the severe disabling conditions described on page 11. This funding is in addition to the Basic Instruction Funding provided for every ECS child.

Payment of funding is based on approval of the Program Unit Funding application. An Individualized Program Plan (IPP) must be developed for each child, and the child's parents must be involved in the development of the IPP. A budget for each program unit is required as part of the application and must be based on the program outlined in the child's IPP. The Program Unit Funding application should be submitted as early as possible in the school year. Revisions will be accepted until June 1 of the program year.

Any questions regarding Program Unit Funding should be directed to the Special Education Branch of Alberta Education at (403) 422–6326 or toll free by dialling 310–0000.

ECS Context

The context in which ECS operators work in Alberta is outlined in the Alberta Education, *Kindergarten Program Statement* (September 1995).

Early Childhood Services operators should:

- integrate children with special needs into regular programs to the fullest extent possible
- consider the whole child; i.e., child first and disability second
- include parents as informed partners in the development of an Individualized Program Plan (IPP) for their child
- ensure a certified teacher is directly involved with all aspects of programming.

BASIC REQUIREMENTS FOR PROGRAM UNIT FUNDING

Overview

Eligibility to receive funds for a child with a severe disability is based on the following:

- approved operator status
- local special needs policies
- age of child
- severe disabling conditions of child
- functioning level of child
- application for Program Unit Funding.

Approved Operator Status

Only approved ECS operators meeting all terms and conditions for that status are eligible to receive funds on behalf of children with special needs.

For information on seeking approved ECS operator status, please contact the Regional Office Branch of Alberta Education at (403) 427–2952 in Edmonton or (403) 297–6353 in Calgary or toll free by dialling 310–0000.

Local Special Needs Policies

It is expected that ECS operators will develop policies for providing programs for children with special needs at the local level. These policies should be consistent with those of Alberta Education as outlined in the ECS section of the current Alberta Education *Policy, Regulations and Forms Manual.* Such policies will include the monitoring and evaluation of Program Unit Funding programs.

See Appendix A, page ECS.18 for information to help ECS operators develop local policies.

Age of Child

Program Unit Funding is available for children with severe disabilities starting at a minimum age of two and one half years to a maximum age of less than six years on September 1. This funding is provided for a maximum of three years. The following table outlines the ages of eligibility for funding for all types of ECS programs.

Age of Eligibility for Funding of ECS Children	
Eligibility Type	**For funding of an ECS program, the minimum age of the child on September 1 of the program year must be:**
Child with Severe Disability	2 years, 6 months
Child with Mild or Moderate Disability	3 years, 6 months
Regular Program Child	4 years, 6 months
Developmentally Immature Child	5 years, 6 months
Note: A child with a severe disability is eligible for three years of Program Unit Funding. Care should be taken to ensure that school entry into Grade 1 will follow the third year of Program Unit Funding. Minimum age for school entry may vary among school jurisdictions.	

Severe Disabling Conditions of Child

The ECS operator is required to make decisions regarding the severity of the disabling condition(s) based on information and documentation from qualified specialists. A listing of the eligible severe disabling conditions is found on the second page of the Program Unit Funding application form. See page 11.

Functioning Level of Child

Although the ECS operator is required to make decisions regarding the severity of the disabling condition, it is the extent to which the child can function in the ECS program that is most important in determining the child's program needs.

A child with a severe disability, who can function in a group setting at no additional cost, is not a candidate for Program Unit Funding. Program Unit Funding is designed to assist the child with special requirements which would not be normally available in the ECS classroom. In providing the most enabling educational environment possible, ECS operators are encouraged to consider models other than direct one-on-one assistance, especially for large blocks of time.

A variety of models should be explored before final program decisions are made. The following checklist may help ECS operators in determining an appropriate program.

Yes	No	
❑	❑	1. Is specialized or adaptive equipment necessary for the child?
❑	❑	2. Are special instructional materials required?
❑	❑	3. Is therapeutic support required?
❑	❑	4. Does the teacher or other ECS staff require special training?
❑	❑	5. Do the parents require training to help them work with their child?
❑	❑	6. Is special transportation necessary?
❑	❑	7. Are the child's needs such that direct one-on-one activities will be necessary?

Operators may find a preliminary screen useful in determining whether or not a child qualifies for Program Unit Funding. Preliminary screens are optional and are not a requirement for Program Unit Funding. A sample Special Needs Profile: Preliminary Screen form is found in Appendix B, page 19.

Application for Program Unit Funding

To receive Program Unit Funding, ECS operators must submit a completed Program Unit Funding application. Detailed information on the completion of the application form follows. ECS operators should also refer to the current *Funding for School Authorities* manual, Section 2.5, found in Appendix C, pages 20–32.

NOTE: Any changes/additions to Section 2.5 in the *Funding for School Authorities* manual are noted in the left hand margin as "REVISED."

COMPLETION OF FORMS FOR PROGRAM UNIT FUNDING

Program Unit Funding Application Form

The following information is provided to assist ECS operators in completing a Program Unit Funding application form. A blank form is included at the end of this section, pages ECS.10–13. A sample completed Program Unit Funding application form is provided in Appendix D, pages 33–36.

Declaration Page

On this page, the ECS operator declares that an Individualized Program Plan (IPP) has been developed and implemented for each child on the application according to the following criteria:

- Parent/Guardian Involvement: Parents are an integral part of the planning and decision-making process. They must be involved in and informed of all aspects of their child's program. Specifically, they should be fully aware that an IPP is in place and that an application for Program Unit Funding is being submitted.

- Screening and Assessment: Written documentation provided by a qualified specialist is required and must identify the severe disabling condition(s) of the child according to the criteria defined on the second page of the application form. This documentation must also be updated to reflect the current performance level(s) of the child to confirm that the child continues to qualify for the funding.

- Development of Program Goals: The ECS operator must develop measurable goals and objectives based on the screening and assessment results. These goals should be consistent with the six principles outlined in the *Kindergarten Program Statement* (1995).

- Teacher-directed Program: It is essential that a certificated teacher be directly involved in all aspects of the child's programming. The child's program activities should be integrated into the regular classroom as much as possible. Support from specialists and other appropriate personnel can assist in the delivery of the child's program.

- Consultative Assistance: Appropriate professional development opportunities, such as special education conferences, inservice activities, print materials and support groups should be made available to staff and parents.

- Direct Services: Each child should be provided with the direct services necessary for meeting his or her program needs. Parents may also be included in these activities.

- Case Conferences: Regular discussions in consultation with the parent(s) should be held to evaluate each child's program and to decide where change is needed. Case conferences may include one-to-one discussions, small group meetings, extended group meetings or specialist meetings.

- Other Considerations:
  - The contact person should be the person most familiar with the details of the application.
  - Original signatures of both the superintendent/president and the secretary-treasurer are required.

Definitions of Severe Disabling Conditions Page
See the second page of the application form on page 11 for descriptions of the severe disabling conditions.

Note:
Severe Emotional/Behavioral Disability requires a clinical diagnosis and extensive documentation. See page 11.

Severe Communication Disability is a new category. See page 11.

Details of Children Page
- Program Unit and Clustering
  A program unit may contain one or more children. When a program unit contains more than one child, this is referred to as clustering. Clustering allows for some sharing of costs. Whenever possible, ECS operators are encouraged to consider the clustering or grouping of children. For example, children may be physically grouped:
  - because they have similar disabling conditions
  - because they are of a similar functioning level
  - for administrative or funding purposes (using an assistant to work with different children on different days).

- Centre-based Programs
  In this type of ECS program, the child receives instruction in a classroom setting at a centre(s) or school. The number of centre program hours is the total amount of time in the school year that the child receives instructional programming in the centre based on IPP activities.

  For funding purposes, a full-time program must provide 800 hours of instructional programming. When planning a centre-based program for a child, ECS operators should ensure the number of program hours does not exceed what is required for the child's developmental needs prior to age six.

- In-home Programs
  In this type of ECS program, the child receives direct instruction in a home-based setting, by a teacher, child development specialist or teacher assistant, under the supervision of a teacher. Each visit must be at least one and one half hours in length and must include a parent. For funding purposes, a minimum of four instructional visits is required and a full-time program must provide thirty-six home visits.

- Funding Ceiling
  Since Program Unit Funding is intended to meet each child's individual needs, it provides for flexibility in programming. The figures in the chart below represent maximum ceilings only. Provincial average costs for Program Unit Funding are less than $13,000 per child.

FUNDING CEILING BASED ON A FULL-TIME PROGRAM	
Number of Children Enrolled in Program Unit	**1997/1998 Program Unit Rates**
1	$19,000
2	$22,800
3	$26,600
4	$30,410
5	$34,200
6	$37,970
7 or more	$37,970 + $6,330

A funding ceiling is calculated for each program unit. For program units that are less than full-time, the funding ceiling is prorated based on the number of hours, visits and months that the child is in the program. For example:

- The ceiling for a 500 hour program with one child is calculated as follows:

$$\frac{500}{800} \times 19{,}000 = \$11{,}875$$

- The ceiling for a 400 hour program with nine home visits is calculated as follows:

$$\left(\frac{400}{800} + \frac{9}{36}\right) \times \$19{,}000 = \$14{,}250$$

- The ceiling for a six month program ending on June 30, is:

$$\frac{6}{10} \times \$19{,}000 = \$11{,}400$$

Program Unit Funding Budget Page

For descriptions of specific budget areas on the budget form, refer to the *Funding for School Authorities Manual*, Section 2.5, also found in Appendix C, pages 20–32 of this handbook. (NOTE: Any changes/additions to Section 2.5 in the *Funding for School Authorities* manual are noted in the left hand margin as "REVISED.") The Program Unit budget is approved by staff at the Special Education Branch. The following questions are considered by Special Education staff and provide a useful checklist for ECS operators to consider prior to the submission of the budget for each Program Unit Funding application:

- Instruction: Salaries and Wages
  Is there a relationship between the number of hours a child is served and/or the number of home visits, and the cost of instruction salaries and wages?

  For example, an assistant costing $6,000 for a 600 hour program would be considered reasonable.

  Ordinarily, the ECS teacher's salary can not be included as part of the program unit cost because ECS Basic Instruction Funding is provided to support the cost of hiring an approved ECS teacher.

- Instruction: Services Purchased
  Are the identified services purchased clearly detailed? Are they directly related to the child's special needs?

  Has the ECS operator explored accessing services from agencies?

- Transportation
  Has the ECS operator accessed transportation funding from Alberta Education? Is the operator claiming only those transportation costs that exceed the transportation funding?

- Capital Items
  Capital items must be appropriate and necessary for the child's needs and must be specified on the application. Capital costs require prior approval from the Special Education Branch.

Other Considerations

- The Program Unit Funding amount paid will be the lesser of the approved budget amount, the actual costs and the program unit ceiling.

- Program Unit Funding is available for a maximum of three years for each eligible child.

- When a child leaves the program before the date specified on the details page, the ECS operator should submit a letter of notification to the Special Education Branch outlining the departure date and an estimate of the cost of the child's program to the date of departure. The original approved budget amount and ceiling is then reduced. Additions and revisions to Program Unit Funding applications must be submitted before June 1 of the program year. Revisions to adjust funding should be for amounts in excess of $100.

- Expenses under Operation and Maintenance are usually claimed by designated special education ECS operators who primarily serve children with severe disabilities.

- ECS operators who provide programs for children with severe disabilities only, may include all program costs in their Program Unit budget except capital building costs and other fixed costs that would still be incurred if the program did not operate. Because the Basic Instruction Funding is also paid on behalf of children with severe disabilities, that funding revenue is accounted for in determining a Program Unit budget. Similar consideration is given regarding transportation costs and the submission of Transportation Funding Claims.

- Payments to school jurisdictions are distributed on a monthly basis at 8.33 per cent a month with the exception of January and August which are at 8.35 per cent.

  For Private ECS Operators, the Program Unit Funding payment schedule is:

  On receipt of budget — 58.33 per cent advance
  April — 80 per cent less previous payment
  On approval of final costs — 100 per cent less previous payments. Final payment of the approved budget is paid upon submission of the Audited Financial Statement and is the lesser of the total approved budget, actual expenditures and the approved ceiling.

- A copy of the 1997/1998 Program Unit Funding application is included on the following pages.

Alberta
EDUCATION

1997/1998 PROGRAM UNIT FUNDING APPLICATION

EARLY CHILDHOOD SERVICES

☐ **REVISED**
(Check if applicable)

Refer to Part 2, Section 5 of *Funding For School Authorities* for instruction and information on the completion of this application. Submit one copy of this application for each school/centre to **School Finance**.

Name of School Jurisdiction/Private School/Society: _____

Name of School/Centre: _____

Address: _____ **Postal Code:** _____

Contact Person: _____ **Telephone No:** _____

Number of Program Unit children: ☐ **Budget Amount:** $ ☐

Have any of these Program Unit children been with a previous operator: ☐ YES ☐ NO

If YES, has the Individualized Program Plan been received from the previous operators: ☐ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Education staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.
- To revise your budget, please send an amended application to School Finance before June 1, 1997.

DECLARATION:

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school authority(ies) according to the following criteria:

- ○ The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- ○ Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 5 of *Funding For School Authorities*.
- ○ Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- ○ A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- ○ Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- ○ Direct services (such as speech therapy) will be provided to each child and/or parent(s) / guardian(s) as required.
- ○ Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Education program requirements.

_____ _____
(School Jurisdiction Superintendent or President of Society/Private School) (Date)

I certify that to the best of my information and belief, the information provided on this application is correct.

_____ _____
(Signature of Secretary-Treasurer) (Date)

FOR DEPARTMENT USE:

SPECIAL EDUCATION BRANCH **Date Approved:** _____

APPROVED BY: _____ **Amount Approved:** $ _____
(Signature of Performance Certifier)

_____
(Signature of Expenditure Officer)

87ED 02.05A **RETURN TO SCHOOL FINANCE**

CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

a) Severe Mental Disability (Code 41)
The child with a severe mental disability has severe delays in all or most areas of development. A child in this category frequently has other disabilities including physical, sensory, medical and behavioral. This child requires constant assistance and/or supervision in all areas of functioning including daily living skills, and may require assistive technology.

Any child who is designated as having a severe mental disability should have an intelligence quotient (IQ) in the range of approximately 30 ± 5 or less as measured on an individual intelligence test and have an adaptive behavior score equivalent to the severe to profound level on an adaptive behavior scale (e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland). *This category was previously known severe dependent mental disability.*

Note: For an ECS child this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

b) Severe Emotional/Behavioral Disability (Code 42)
The child with a severe emotional/behavioral disability displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an educational setting. The behaviors significantly interfere with both the learning and safety of the child and other children.

Children with the following characteristics usually qualify in this category:
- dangerously aggressive, destructive, violent and impulsive behaviors, including severe conduct disorders
- severe autism or other severe pervasive developmental disorders
- self-stimulation, self-abuse, perseveration, echolalia and/or aphasic behavior
- psychosis including schizophrenia, manic depression, or obsessive compulsive disorders.

A clinical diagnosis by a chartered psychologist or psychiatrist is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an educational setting should be described. An ongoing treatment plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

Note: A clinical diagnosis of a behavior disability is required but not necessarily sufficient to qualify under this category. Some diagnoses are not of sufficient severity to qualify including: attention-deficit/hyperactivity disorder (ADHD), attention deficit disorder (ADD), fetal alcohol syndrome (FAS), fetal alcohol effects (FAE) and oppositional defiant disorder (except for the most extreme and pervasive instances).

c) Severe Multiple Disability (Code 43)
The student who has a combination of two or more non-associated, major (moderate to severe) disabling conditions which result in functioning as low or lower than that associated with a severe primary disability, and who requires special programs, resources, and/or therapeutic services.

A child with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

d) Severe Physical or Medical Disability (Code 44)
The child with a physical or medical disability is one whose physical, medical or neurological disability is so severe that she/he requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A child with a severe mental disability and physical or medical disability is not designated under this category, but is designated under severe mental disability.

A medical diagnosis of a physical, medical or neurological disability is required but not necessarily sufficient to qualify under this category. Some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment.

e) Deafness (Code 45)
The child with a severe to profound hearing loss is one whose hearing loss interferes with the use of oral language as the primary form of communication. A child who is designated as having a severe to profound hearing disability has an average hearing loss of at least 71 decibels or more unaided in the better ear over the normal range of speech. The normal range of speech is 500 Hz, 1000 Hz, 2000 Hz or 1000 Hz, 2000 Hz, 4000 Hz.

f) Blindness (Code 46)
The child with a severe visual disability is one whose corrected vision is so limited that it is inadequate for most or all instructional situations, and information must be presented through other means. For designation under this category, children would be eligible for registration with the CNIB.

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction, or a field of vision limited to an angle of 20 degrees or less in both eyes. *This category was previously known as blindness (legal).*

g) Severe Communication Disability - For ECS children only (Code 47)
The child with a severe communication disability has severe difficulty in communicating with peers and adults because of a severe disability in expressive and/or receptive language. This may include little if any, expressive or receptive communication skills (i.e. less than or equal to the first percentile).

ECS.12

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Education ID #	Name of Child	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	**Assessed Primary Disability	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number of Centre Program Hours	In-Home Visits # of Visits	# of Hours
		FIRST PROGRAM UNIT IN THIS CENTRE															
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
		SECOND PROGRAM UNIT IN THIS CENTRE															
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
		THIRD PROGRAM UNIT IN THIS CENTRE															
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
		FOURTH PROGRAM UNIT IN THIS CENTRE															
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	

* In this column please indicate whether it is: (R) — for a renewal application
(N) — for a new application

** Refer to assessed primary disability by code. For code 42, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

87ED 02.05A

BUDGET FOR PROGRAM UNIT COSTS

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)** _____

	PROGRAM COSTS
INSTRUCTION	
Salaries and Wages (No. of hours _____ X _____ rate per hour)	$ _____
Employer's Portion of Fringe Benefits _____	_____
Services Purchased (Please specify service with # of hours and rate per hour)	_____
_____	
_____	
_____	
Supplies and Materials	_____
PARENT INSERVICE	_____
STAFF INSERVICE	_____
SPECIAL NEEDS TRANSPORTATION	
Costs:	
1. Transportation: to and from school _____	
2. In-home Programs _____	
3. Other: - Field Trips _____	
In-program Transportation _____	
Total Estimated Costs **(A)** _____	
Less: Alberta Education Special Needs Transportation Funding: (See Funding Manual Part 1, Section 1.B - School Jurisdictions, Part 2, Section 2.6 - Private ECS Operators and Private Schools)	
1. Disabled Transportation/Regular Transportation _____	
2. In-home Transportation _____	
Total Special Needs Transportation Funding **(B)** _____	
NET Transportation Costs: (A) – (B) =	$ _____
OPERATION AND MAINTENANCE (Please specify)	$ _____
_____	
_____	
SUB-TOTAL	$ _____
ADMINISTRATION (Lesser of Actual Cost or 5% of Sub-total Above)	$ _____
CONTRIBUTION TO CAPITAL FUND	
Furniture and Equipment -	
Specify:	
Capital expenditures require prior approval from the Special Education Branch.	$ _____
TOTAL	$ _____

Guidelines for determining expenditures are found in *Funding For School Authorities*, Part 2, Section 5

87ED 02.05A **RETURN TO SCHOOL FINANCE**

ECS Transportation Funding

Regular ECS Transportation

ECS Transportation Funding is provided for a child who can be transported by conventional means; i.e., school bus, public transit, a parent. For 1997/1998, regular ECS Transportation Funding is provided at $345 for each child. This funding is claimed on the ECS Transportation application form. For further details, refer to the *Funding for School Authorities* manual, Section 2.7.

Special Transportation

Funding for transportation to and from school is provided for a child who requires special transportation; e.g., handi-bus, when, because of the severity of his or her disability or because of the child's age, the child can not ride regular rural or urban transportation. For 1997/1998, Special Transportation Funding is provided at $8.65 for each round trip. This funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation submitted on the Program Unit Funding application. Program Unit Funding covers transportation costs which exceed the Special Transportation Funding. For further details, refer to the *Funding for School Authorities* manual, Section 2.6, also found in Appendix E, pages 37–38 of this handbook. (NOTE: Any changes/additions to Section 2.6 in the *Funding for School Authorities* manual are noted in the left hand margin as "REVISED.")

In-home Transportation

Transportation Funding is provided for each scheduled visit made by a teacher, a child development specialist or a teacher assistant to the home of a child enrolled in an ECS in-home program.

In-home Transportation Funding is paid to a maximum of thirty-six in-home visits for a program unit child. For 1997/1998, In-home Transportation Funding is provided at $8.65 for each round trip. This funding is claimed on the ECS Transportation application form and deducted as revenue from the cost of transportation on the Program Unit Funding application. Program Unit Funding covers transportation costs which exceed the In-home Transportation Funding. For further details, refer to the *Funding for School Authorities* manual, Section 2.6, found in Appendix E, pages ECS.37–38. (NOTE: Any changes/additions to Section 2.6 in the *Funding for School Authorities* manual are noted in the left hand margin as "REVISED.")

Field Trips and Other Transportation

Transportation costs incurred for field trips or other activities can be claimed as part of transportation costs under Program Unit Funding. Field trips claimed must be those trips provided in addition to field trips for the regular ECS class. In-program transportation costs must be specified and must be for transportation of the child from one program to another program or agency as part of the child's IPP.

Reporting of Actual Costs

At the end of the school year, ECS operators shall report total actual Program Unit Funding expenditures for all program units on the following forms:

- Private ECS operators shall report on Schedule 3 of the Audited Financial Statements.

- School jurisdictions shall report on the ECS Program Unit Funding Summary of Actual Expenditures form provided in the *Funding For School Authorities* manual, Section 2.5.

OTHER ECS FUNDING

Basic Instruction Funding

Basic Instruction Funding is paid on behalf of all children in an approved ECS program to support the day-to-day operating costs which include the provision of a qualified teacher, an approved facility, appropriate equipment and materials, and an administrative support structure. For 1997/1998, funding is provided at $1,182 for each child. For additional information, refer to the *Funding for School Authorities* manual, Section 2.1.

Funding for Children with Mild/Moderate Disabilities

Funding for children with mild/moderate disabilities is provided in addition to the Basic Instruction Funding to meet the educational requirements of children with special needs. For 1997/1998, funding of $1,360 is provided for each eligible child to a maximum of 10 per cent of the ECS operators total enrolment. For additional information, refer to the *Funding for School Authorities* manual, Section 2.3.

Program Enhancement Projects (PEP)

Funding is provided to ECS operators for special programs and services to meet the learner requirements of children who are economically or socially disadvantaged. For 1997/1998, funding is provided at $165 per child (for 15 per cent of total enrolment) or at a maximum of $20,000 per approved project. For additional information, refer to the *Funding for School Authorities* manual, Section 2.4.

REFERENCES

Alberta Education (1991). *Advisory Manual on Early Childhood Services for Incorporating Non-Profit Society or Private School.* Edmonton, AB: Alberta Education.

Available from the Learning Resources Distributing Centre.
Telephone: (403) 427–5775 or toll free by dialling 310–0000 / Fax: (403) 422–9750

Alberta Education (1997). *Funding for School Authorities in the 1997/1998 School Year: A Manual for School Jurisdictions, Private Schools and Private ECS Operators.* Edmonton, AB: Alberta Education.

Available from the Learning Resources Distributing Centre.
Telephone: (403) 427–5775 or toll free by dialling 310–0000 / Fax: (403) 422–9750

Alberta Education (September 1995). *Kindergarten Program Statement.* Edmonton, AB: Alberta Education.

Available from the Alberta Education Curriculum Standards Branch.
Telephone: (403) 422–0628 or toll free by dialling 310–0000 / Fax: (403) 422–3745

Alberta Education (1997). *Policy, Regulations and Forms Manual.* Edmonton, AB: Alberta Education.

Available from the Learning Resources Distributing Centre.
Telephone: (403) 427–5775 or toll free by dialling 310–0000 / Fax: (403) 422–9750

School Act. With amendments to June 18, 1997. Edmonton, AB.

Available from the Queen's Printer Bookstore.
Edmonton: Telephone: (403) 427–4952 or toll free by dialling 310–0000/
Fax: (403) 452–0668
Calgary: Telephone: (403) 297–6251 or toll free by dialling 310–0000/
Fax: (403) 297–8450

Checklist for Development of Local Special Needs Policies

Addressing the following statements may result in the development of a number of policies and procedures.

- ❑ We inform the community that ECS has a high priority for serving children with disabilities.
- ❑ We demonstrate our commitment to this priority by reserving space for children with special needs in our class enrolment.
- ❑ We have procedures identified to screen/assess children with mild/moderate disabilities.
- ❑ We have procedures identified to refer children with severe disabilities for professional assessment/diagnosis.
- ❑ We have developed a timeline for tasks related to our special education policies and procedures.
- ❑ We have policies and procedures to reflect mandatory and discretionary criteria related to accessing Program Unit Funding; e.g., IPPs.
- ❑ We have policies and procedures to determine the responsibilities for decision-making related to our special needs component.
- ❑ We have considered policies and procedures for providing the following supports and services for children with special needs:

  ____ confidentiality
  ____ storage of records
  ____ transference of records
  ____ financial record-keeping
  ____ purchasing equipment for children with special needs
  ____ hiring assistants for children with special needs
  ____ arranging transportation for children with special needs
  ____ handling medication
  ____ providing parent support; e.g., fees, workshop subsidies, parent advocacy groups
  ____ consideration of program planning for children with special needs
  ____ other

Special Needs Profile: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for Program Unit Funding, and may be used as a preliminary step to completing a Program Unit Funding application.

CHECKLIST

- ❑ 1. What is the name of the child?
- ❑ 2. What are the names of the parents?
- ❑ 3. What is the child's date of birth?
- ❑ 4. What is the nature of the disability?
- ❑ 5. Is this a first-time or renewal application?
- ❑ 6. Are special therapies involved?
- ❑ 7. Has the child received a recent assessment? By whom?
- ❑ 8. Are assessment documents on file?
- ❑ 9. What is the proposed placement?
- ❑ 10. Who recommended placement?
- ❑ 11. Was the placement recommendation the result of a case conference? the result of ongoing program planning?
- ❑ 12. Are parents in full agreement with proposed placement?
- ❑ 13. Is an updated Individualized Program Plan (IPP) available? Who provided it?
- ❑ 14. Are there any special considerations? Will a rehabilitation aide be required? Any special needs background? Time? Required equipment/materials? Training needs?
- ❑ 15. Who has been appointed this child's Case Co-ordinator?
  Case Co-ordinator:
  Phone #:
  ECS Operator:

INFORMATION

1. Child's Name: _____
2. Parents: _____
3. Date Of Birth: _____
4. Disability: _____
5. ❍ First-time ❍ Renewal
6. Therapies: ❍ Speech ❍ O.T.
   ❍ P.T. ❍ Other: _____
7. Most Recent Assessment Date: _____
   By Whom: _____
8. Documents: ❍ On File ❍ Pending
   ❍ Update Needed ❍ Has parental permission to access documents
9. Placement: ❍ Home ❍ ECS Centre
   ❍ Other*: _____
   (*contract necessary)
10. Recommended By: _____
11. ❍ Case Conference Date: _____
    ❍ Ongoing Plans With: _____
12. Parents: ❍ Yes
    ❍ Need To Be Convinced
    ❍ Not Yet Informed
13. Suggested Program Provided By:
    _____
14. Special Considerations:
    ❍ Rehabilitation Aide:
    ❍ Equipment/Materials:
    ❍ Training Needs:

Funding for School Authorities Manual, Section 2.5, Program Unit Funding

(NOTE: Any changes/additions to Section 2.5 in the *Funding for School Authorities* manual are noted in the left hand margin as "REVISED.")

PURPOSE

Funding for **children with severe disabilities** enables **Early Childhood Services (ECS) operators** to provide individual programs that meet the educational requirements of **children** with severe disabilities.

CONDITIONS

1. Program unit funding may be paid to an **ECS operator** for each eligible **child**. The funding amount is the lesser of the program unit ceiling, the budget amount, and the actual cost.

2. A **child** receiving program unit funding should not be included in the count for special needs funding for the mildly or moderately disabled.

3. An eligible **child** can be claimed by one **ECS operator** only. The **ECS operator** claiming the **child** is responsible for ensuring the **child** is not claimed by another **ECS operator**.

4. A **child with a severe disability** who:

   (a) is at least 5 years 6 months but less than 6 years of age on September 1 of the school year in which he/she is counted;

   (b) is eligible to enter grade 1 under the school entrance age policy of a **school jurisdiction**; and

   (c) has not spent 3 years in an **Early Childhood Services Program**,

   may be eligible for program unit funding if in the opinion of the **school jurisdiction, parent** and **Early Childhood Services operator** the **Early Childhood Services Program** is appropriate for the **child**.

5. ECS Operators may receive program unit funding for **children** with severe disabilities who are identified by personnel qualified to diagnose disabilities in accordance with the following eligibility criteria:

   a) Severe Mental Disability (Code 41)
   The **child** with a severe mental disability has severe delays in all or most areas of development. A **child** in this category frequently has other disabilities including physical, sensory, medical and behavioral. This **child** requires constant assistance and/or supervision in all areas of functioning including daily living skills, and may require assistive technology.

Any **child** who is designated as having a severe mental disability should have an intelligence quotient (IQ) in the range of approximately 30 ± 5 or less as measured on an individual intelligence test and has an adaptive behavior score equivalent to the severe to profound level on an adaptive behavior scale (e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland).

Note: For an ECS **child** this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

b) Severe Emotional/Behavioral Disability (Code 42)
The **child** with a severe emotional/behavioral disability displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an educational setting. The behaviors significantly interfere with both the learning and safety of the **child** and other **children**.

Children with the following characteristics usually qualify in this category:
- dangerously aggressive, destructive, violent and impulsive behaviors, including severe conduct disorders
- severe autism or other severe pervasive developmental disorders
- self-stimulation, self-abuse, perseveration, echolalia and/or aphasic behavior
- psychosis including schizophrenia, manic depression, or obsessive compulsive disorders.

For funding purposes: A clinical diagnosis by a chartered psychologist or psychiatrist is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an educational setting should be described. An ongoing treatment plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

Note: A clinical diagnosis of a behavior disability is required but not necessarily sufficient to qualify under this category. Some diagnoses are not of sufficient severity to qualify including: attention-deficit/hyperactivity disorder (ADHD), attention deficit disorder (ADD), fetal alcohol syndrome (FAS), fetal alcohol effects (FAE) and oppositional defiant disorder (except for the most extreme and pervasive instances).

c) Severe Multiple Disability (Code 43)
A **child** who has a combination of two or more non-associated, major (moderate to severe) disabling conditions which result in functioning as low or lower than that associated with a severe primary disability, and who require special programs, resources, and/or therapeutic services.

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A **child** with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

d) Severe Physical or Medical Disability (Code 44)
The **child** with a physical or medical disability is one whose physical, medical or neurological disability is so severe that s/he requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A **child** with a severe mental disability and physical or medical disability is not designated under this category, but is designated under severe mental disability.

A medical diagnosis of a physical, medical or neurological disability is required but not sufficient to qualify under this category. Some physical or medical disabilities have little or no impact upon the **child's** ability to function in the school environment.

e) Deafness (Code 45)
The **child** with a severe to profound hearing loss which interferes with the use of oral language as the primary form of communication. A **child** who is

REVISED

designated as having a severe to profound hearing disability has an average hearing loss of at least 71 decibels or more unaided in the better ear over the normal range of speech. The normal range of speech is 500 Hz, 1000 Hz, 2000 Hz, or 1000 Hz, 2000 Hz, and 4000 Hz.

f) Blindness (Code 46)
The **child** with a severe visual disability is one whose corrected vision is so limited that it is inadequate for most or all instructional situations, and information must be presented through other means. For designation under this category, **children** would be eligible for registration with the CNIB.

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Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction, or a field of vision limited to an angle of 20 degrees or less in both eyes.

g) Severe Communication Disability (Code 47) — For ECS children only.
The **child** with a severe communication disability has severe difficulty in communicating with peers and adults because of a severe disability in expressive and/or receptive language. This may include little if any, expressive or receptive communication skills (i.e. less than or equal to the first percentile).

REQUIREMENTS

1. The following information for **children** receiving program unit funding must be kept on file by **ECS operators** and made available to the Special Education Branch on request.

   (a) An **Individualized Program Plan (IPP)** for each **child**;

   (b) Formal assessment documentation to support the severity of each **child's** special need; and

   (c) Informal assessment documentation reflecting current performance levels; and

   (d) Current budget information.

2. Payment of program unit funding is based on the approval of a "Program Unit Application form" (Form 87ED 02.05A). As part of the application, an individual budget must be submitted for each program unit listed on the application. The completed application, with original signatures, must be submitted to School Finance.

3. Should the program costs change from the original application, a revised application should be submitted to School Finance. All revisions must be submitted prior to June 1 of the program year.

4. **REVISED** When a **child** leaves a program before the end date specified, a letter of notification must be submitted to the Special Education Branch outlining the following information:

   a) The **child's** program start date and end date.

   b) An estimate of the cost of the **child's** program up to the time of departure. The original approved budget total and ceiling will then be reduced.

   Note: The cost estimate will be subject to a prorated ceiling calculation (see Consideration #7).

5. When a **child** with a severe disability moves from one ECS operator to another, a new program unit application based on the previous IPP must be submitted by the second operator prior to June 1 of the program year.

6. At the end of the school year each **ECS operator** shall report actual expenditures applicable to all program units offered by the **ECS operator**. The expenditures for all program units should be reported on one statement.

REVISED

- **All Private ECS operators** must report actual expenditures in the schedule pertaining to **Early Childhood Service** Program Unit Expenditures in the Audited Financial Statements. Those **private operators** who provide a program which serves primarily children with severe disabilities must also complete this schedule.

- **School jurisdictions** must report actual expenditures on Form 87ED 02.05B, "ECS Summary of Actual Expenditures." The completed form must be returned to School Finance by September 22.

CONSIDERATIONS

1. Program unit funding may be paid to an approved **ECS operator** for each eligible **child** for a maximum of three years. The funding amount paid will be the lesser of the program unit ceiling, the approved budget total, and the actual cost.

2. To be eligible for minimum program unit funding, an **operator** must provide either a minimum of 40 hours of program activities for a **child** in a program unit or at least 8 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent in a combination of hours and visits. If the combination of hours and visits is used, the **in-home program** must include a minimum of 4 visits to a home. An in-home visit should include the parent/guardian and be at least 1.5 hours in length.

3. For funding purposes a fulltime program must provide either 800 hours of instructional programming for a **child** in a program unit or 36 in-home visits to each **child** in an **in-home program** during the school year, or the equivalent in a combination of hours and visits.

4. The calculation of the ceiling amount for a single program unit is determined as follows using examples of a centre-based program, an in-home program and a program based on a combination of centre hours and in-home visits.

Calculation of the ceiling for a centre-based program of 500 hours	Calculation of the ceiling for an in-home based program of 10 in-home visits	Calculation of the ceiling for a combined program based on 500 centre hours and 10 in-home visits
Based on a program unit of one child		
$\frac{500 \text{ hrs}}{800 \text{ hrs}} \times \$19{,}000 = \$11{,}875$	$\frac{10 \text{ visits}}{36 \text{ visits}} \times \$19{,}000 = \$5{,}278$	$\left(\frac{500}{800} + \frac{10}{36}\right) \times \$19{,}000 = \$17{,}153$

5. The maximum program unit rates should be viewed as ceilings only. Provincial averages indicate the cost of most programs is less than $13,000 per child.

6. Where appropriate, consideration should be given to clustering or grouping of children with similar special needs into a program unit

   If a **child** is added to an established program unit, the amount of the program unit is calculated as follows:

$$\text{Funding for 1 Child} + \left[\frac{\text{Funding for 2 Children} - \text{Funding for 1 Child}}{800} \times \text{Number of hours the additional Child is in program} \right]$$

   For example, if a **child** is added to an existing program unit on January 1, and

   the funding for 1 **child** = $19,000
   the maximum funding for 2 **children** = $22,800
   number of hours = 480

   then,

$$\$19{,}000 + \frac{(\$22{,}800 - \$19{,}000) \times 480}{800}$$

$$= \$21{,}280$$

   The maximum funding for the two **children** in the program unit for the year is $21,280.

7. Funding ceilings will be prorated based on the number of months of the program. This may occur when a **child** starts a program later in the year or when a **child** leaves the program earlier than planned. For example, the ceiling amount for a **child** in a four month program would be calculated as follows:

Ceiling calculation for a 4 month program in a 10 month program year	Ceiling calculation for a 4 month program in a 12 month program year
$19,000 X 4/10 = $7,600	$19,000 X 4/12 = $6,333

8. For **ECS operators** that are providing a program for a **child** with a severe disability in the regular ECS classroom:

REVISED

The Basic Instruction funding, Part 2, Section 1, is paid on behalf of all **children** in an **Early Childhood Services Program**. This funding supports the day-to-day operating costs of the program, such as teacher salaries, rent, utilities, and supplies. Since these costs would be incurred whether or not a child with a severe disability was in the program, they should not be included in the program unit expenditures. Ordinarily, teachers' salaries should not be included as a program unit cost because the basic instruction funding supports this cost.

REVISED

9. Program Unit funding is supplemental to the Basic Instruction funding. It is intended to cover the additional educational program costs required to meet the **child's** severe special needs.

When completing the budget for Program Unit costs, budget amounts should approximate anticipated costs. The following guidelines specify the costs which may be included for program unit funding.

(a) Instruction

(i) Salaries, wages and employer's portion of benefits and expenditures applicable to teacher assistants directly involved in planning, implementing and evaluating the program for the **child(ren)** in the unit. Teacher assistant hours should not exceed the **child's** program hours by more than 10 percent. Clustering and small group program delivery should be considered as alternatives to full-time direct one-to-one assistance.

(ii) Services Purchased — speech therapy, occupational therapy, physiotherapy, mobility training, psychological and other services, and assessment costs for part or all of the program which is not provided free by public service agencies. Costs should be reasonable and all options regarding service delivery should be considered.

Rental of personalized equipment and specialized furniture which is not available free or subsidized by another source such as Alberta Aids for Daily Living.

(iii) Supplies and materials — instructional supplies and materials which are particular to the **child's** program, and are in addition to supplies purchased with basic instruction funding. **ECS operators** are encouraged to maintain a resource inventory and an equipment loan pool.

(b) Parent Inservice — amounts paid for **parents** who attended in-province workshops, seminars, inservice and specialized training sessions specifically related to the **child's** program and designed to enhance the ability of **parent(s)**/guardian(s) to assist in the **child's** development.

(c) Teacher Inservice — amounts paid for teachers and teacher assistants who attended in-province workshops, inservice, special courses and seminars related to staff responsibilities in the **child's** program and in parental assistance.

(d) Special Needs Transportation — Program Unit funding in this area is intended to cover the difference between special needs transportation costs and the ECS special needs transportation funding available from Alberta Education. Therefore, net special needs transportation costs are determined by subtracting the ECS special needs funding from the total special needs transportation costs for program unit **children**.

Alberta Education provides several types of ECS Special Needs Transportation. Disabled transportation funding provides for the transportation of an ECS **child** with special needs to and from the ECS program. In-Home visits transportation funding provides for the transportation of a visit by a teacher, child development specialist, or a teacher assistant to the home of a **child** enrolled in an in-home program (see Section 2.6 for details and eligibility criteria for these two types of funding).

The following may be included in total special needs transportation costs:

(i) the cost of transporting a **child** from the regular program site to another site for a special activity which occurs within the **child's** scheduled program

(ii) transportation costs for field trips which are directly related to the **child's Individualized Program Plan**

(e) Operation and Maintenance

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For most ECS operators, this section does not apply. However, for some **ECS operators** including those who are **Designated Special Education ECS Programs**, the following information may apply:

(i) salaries, wages and employer's portion of benefits for employees who maintain capital equipment owned by the **operator** and used in the delivery of the **child's** program

(ii) supplies and materials used directly for the maintenance of the **child's** specialized capital equipment

(iii) utilities and rent costs incurred directly as a result of adding **children** with severe disabilities to the program

(iv) contracted maintenance of capital equipment owned by the operator and used in the delivery of the **child's** specialized program.

REVISED (f) Administration — operators may claim administrative expenditures of up to five percent of the program cost. Costs related to administrative capital and equipment should be claimed under this category rather than under capital.

REVISED (g) Contribution to Capital Fund — expenditures for specialized furniture and equipment required to meet the special needs of the **child**, which are not available free or subsidized by another source.

i) Prior approval by the Special Education Branch is required for all capital expenditures.

ii) Expenditures should not exceed 10 percent of the budget total.

iii) For purchase of computer hardware, a written recommendation from a specialist is required indicating the necessity for the equipment.

iv) A specialized piece of furniture or equipment no longer used by the **child** remains the property of the **ECS operator**, not of the **child** or **parents** of the **child**. If a **child** changes **schools** in Alberta but continues to have use for the specialized furniture or equipment, the furniture or equipment goes with the **child**.

v) Renovations to a building to be used for the benefit of all **children** in the instructional area are not eligible for support under this section. School jurisdictions receive funding for renovations through the Building Quality Restoration Program (BQRP).

vi) Administrative capital purchases can not be claimed under this category. These should be claimed under Administration.

10. For **ECS operators** contracting with day care services:

(a) **Children** who require day care are not eligible to have their day care fees paid under the program unit funding.

(b) In circumstances where a **child** is placed in a day care program because the location is the best place to implement the **Individualized Program Plan** for the **child**, the fees for the portion of the day that is necessary to provide the programming may be paid.

REVISED 11. For **Designated Special Education ECS Programs** which primarily serve **children** with severe disabilities, the following considerations also apply:

(a) Prior approval from the **Minister** is required to qualify for this status. Applications for approval should be submitted to the Special Education Branch.

(b) Operators who qualify for this status may claim all program costs except capital building costs.

(c) Capital equipment must meet the specific needs of a **child** or a group of **children** to be eligible. An itemized list of capital must be included with the application if costs are claimed in this category. Capital equipment which does not meet the specific needs of a **child** can not be included.

(d) A budget based on the total program costs must be submitted with the program unit funding application.

(e) Alberta Education will deduct from the total program costs any applicable revenues from Alberta Education (such as Basic Instruction funding, Mild/Moderate funding, Program Enhancement project (PEP) funding and ECS Transportation funding) and/or other revenues to determine a net program cost total to which the Program Unit funding will apply.

12. For additional information on providing programs for **children** eligible for Program Unit funding please refer to *ECS Program Unit Funding: A Handbook for ECS Operators* available from the Special Education Branch.

13. ECS operators may appeal Program Unit funding decisions to the Deputy Minister by contacting the Special Education Branch.

Alberta
EDUCATION

EARLY CHILDHOOD SERVICES PROGRAM UNIT FUNDING

SUMMARY OF ACTUAL EXPENDITURES FOR THE 1997/1998 PROGRAM YEAR

NAME OF SCHOOL JURISDICTION: _____

Complete only one summary of actual expenditures for all Program Units that you operate. Guidelines for determining expenditures are found in the Funding for School Authorities, Part 2, Section 5.

CERTIFICATION:

FUNDING CALCULATION:

i) Actual Expenditures $ _____

ii) Budget Amount (Note) $ _____

iii) Funding Ceiling $ _____

iv) Funding Allocation (lesser of i), ii) or iii) $ _____

I certify that the information reported on this form is correct and that the above costs have not been claimed under any other program.

_____ _____
(Signature of Secretary-Treasurer) (Date)

FOR DEPARTMENT USE ONLY:

Allocation Approved $ _____

APPROVED BY: _____ _____
(Signature of Performance Certifier) (Date)

_____ _____
(Signature of Expenditure Officer) (Date)

87ED02.5B RETURN TO SCHOOL FINANCE

EARLY CHILDHOOD SERVICES
STATEMENT OF ACTUAL EXPENDITURES FOR ALL PROGRAM UNITS
FOR THE 1997/1998 PROGRAM YEAR

NAME OF SCHOOL JURISDICTION: _____

	EXPENDITURES
INSTRUCTION	
Salaries and Wages	$ _____
Employer's Portion of Fringe Benefits	_____
Services Purchased	_____
Supplies and Materials	_____
PARENT PROGRAM-INSERVICE	_____
TEACHER INSERVICE	_____

TRANSPORTATION COSTS (in excess of transportation funding):

	Actual Cost (a)	Revenue (b)
Disabled	_____	_____
In-home	_____	_____
Other (In-program or field trips)	_____	_____
TOTAL	_____	_____

NET Transportation Cost: (a) - (b) = _____

OPERATION AND MAINTENANCE (Please specify) _____

SUBTOTAL _____

ADMINISTRATION (Lesser of Actual Cost or 5% of Subtotal Above) _____

CONTRIBUTION TO CAPITAL FUND
FURNITURE AND EQUIPMENT -
(Please provide a detailed breakdown indicating the item, amount and the child's name)

_____

_____

_____ _____

TOTAL **$** _____

87ED02.5B **RETURN TO SCHOOL FINANCE**

Name of School / Centre	Identify Each Program Unit(s) Separately Within A School / Centre	Number Of Children In Each Unit	Approved Budget Amount	Funding Ceiling
		TOTAL		

FUNDING CEILING
Based on 800 hours of operation

NUMBER OF CHILDREN ENROLLED IN PROGRAM UNIT	1996-97 PROGRAM UNIT RATES
1	$ 19,000
2	$ 22,800
3	$ 26,600
4	$ 30,410
5	$ 34,200
6	$ 37,970
7 or more	$ 37,970 + $ 6,330

87ED02.5B RETURN TO SCHOOL FINANCE

Appendix D

Sample of a Completed Program Unit Funding Application

Alberta
EDUCATION

1997/1998 PROGRAM UNIT FUNDING APPLICATION

EARLY CHILDHOOD SERVICES

☐ **REVISED**
(Check if applicable)

Refer to Part 2, Section 5 of *Funding For School Authorities* for instruction and information on the completion of this application. Submit one copy of this application for each school/centre to **School Finance**.

Name of School Jurisdiction/Private School/Society: XYZ Early Childhood Services

Name of School/Centre: XYZ Early Childhood Centre

Address: Anytown, AB **Postal Code:** T0M 0T0

Contact Person: Joyce Day **Telephone No:** 555-5555

Number of Program Unit children: 1 **Budget Amount:** $ 12,040.21

Have any of these Program Unit children been with a previous operator: ☑ YES ☐ NO

If YES, has the Individualized Program Plan been received from the previous operators: ☑ YES ☐ NO

NOTE:
- The Budget amount is subject to change upon review by the Alberta Education staff.
- Final payments will be based on the lesser of the approved budget amount, funding ceiling or actual expenditures.
- To revise your budget, please send an amended application to School Finance before June 1, 1997.

DECLARATION:

The undersigned does hereby declare that an individualized program has been planned and will be carried out for each child in this application and long term plans for the child(ren) have been discussed with the receiving school authority(ies) according to the following criteria:

- ○ The parent(s) / guardian(s) of each child in this program unit is/are fully aware that special program plans are in place and that this application is being submitted on the child's behalf.
- ○ Each child has been identified through screening and assessment carried out by community health nurses, parent(s) / guardian(s), teachers and/or child development specialists in accordance with criteria outlined in Part 2, Section 5 of *Funding For School Authorities*.
- ○ Program goals for each child have been developed on the basis of recommendations arising from screening and assessment data.
- ○ A program consistent with the special needs of each child will be undertaken by the teacher(s), assisted by appropriate support staff in the most enabling educational environment.
- ○ Consultative assistance will be provided to staff and parent(s) / guardian(s) as required.
- ○ Direct services (such as speech therapy) will be provided to each child and/or parent(s) / guardian(s) as required.
- ○ Case conferences will be held regularly to evaluate each child's progress and to decide on changes, where appropriate, in the program in consultation with the parent(s) / guardian(s).

I certify that the programs identified in this report are being offered in accordance with Alberta Education program requirements.

Bob Smith — October 1, 1997
(School Jurisdiction Superintendent or President of Society/Private School) (Date)

I certify that to the best of my information and belief, the information provided on this application is correct.

D. Jones — October 1, 1997
(Signature of Secretary-Treasurer) (Date)

FOR DEPARTMENT USE:

SPECIAL EDUCATION BRANCH

APPROVED BY: _____ (Signature of Performance Certifier)

_____ (Signature of Expenditure Officer)

Date Approved: _____

Amount Approved: $ _____

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CRITERIA FOR DETERMINING ELIGIBILITY FOR PROGRAM UNIT FUNDING

Descriptions of Severe Disabling Conditions

a) Severe Mental Disability (Code 41)
The child with a severe mental disability has severe delays in all or most areas of development. A child in this category frequently has other disabilities including physical, sensory, medical and behavioral. This child requires constant assistance and/or supervision in all areas of functioning including daily living skills, and may require assistive technology.

Any child who is designated as having a severe mental disability should have an intelligence quotient (IQ) in the range of approximately 30 ± 5 or less as measured on an individual intelligence test and have an adaptive behavior score equivalent to the severe to profound level on an adaptive behavior scale (e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland). *This category was previously known severe dependent mental disability.*

Note: For an ECS child this may mean little if any functional adaptive behavior and/or an inability to initiate meaningful play.

b) Severe Emotional/Behavioral Disability (Code 42)
The child with a severe emotional/behavioral disability displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an educational setting. The behaviors significantly interfere with both the learning and safety of the child and other children.

Children with the following characteristics usually qualify in this category:
- dangerously aggressive, destructive, violent and impulsive behaviors, including severe conduct disorders
- severe autism or other severe pervasive developmental disorders
- self-stimulation, self-abuse, perseveration, echolalia and/or aphasic behavior
- psychosis including schizophrenia, manic depression, or obsessive compulsive disorders.

A clinical diagnosis by a chartered psychologist or psychiatrist is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the child's functioning in an educational setting should be described. An ongoing treatment plan should be available and efforts should be made to ensure that the child has access to appropriate mental health and therapeutic services.

Note: A clinical diagnosis of a behavior disability is required but not necessarily sufficient to qualify under this category. Some diagnoses are not of sufficient severity to qualify including: attention-deficit/hyperactivity disorder (ADHD), attention deficit disorder (ADD), fetal alcohol syndrome (FAS), fetal alcohol effects (FAE) and oppositional defiant disorder (except for the most extreme and pervasive instances).

c) Severe Multiple Disability (Code 43)
The student who has a combination of two or more non-associated, major (moderate to severe) disabling conditions which result in functioning as low or lower than that associated with a severe primary disability, and who requires special programs, resources, and/or therapeutic services.

A child with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

d) Severe Physical or Medical Disability (Code 44)
The child with a physical or medical disability is one whose physical, medical or neurological disability is so severe that she/he requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A child with a severe mental disability and physical or medical disability is not designated under this category, but is designated under severe mental disability.

A medical diagnosis of a physical, medical or neurological disability is required but not necessarily sufficient to qualify under this category. Some physical or medical disabilities have little or no impact upon the child's ability to function in the school environment.

e) Deafness (Code 45)
The child with a severe to profound hearing loss is one whose hearing loss interferes with the use of oral language as the primary form of communication. A child who is designated as having a severe to profound hearing disability has an average hearing loss of at least 71 decibels or more unaided in the better ear over the normal range of speech. The normal range of speech is 500 Hz, 1000 Hz, 2000 Hz or 1000 Hz, 2000 Hz, 4000 Hz.

f) Blindness (Code 46)
The child with a severe visual disability is one whose corrected vision is so limited that it is inadequate for most or all instructional situations, and information must be presented through other means. For designation under this category, children would be eligible for registration with the CNIB.

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction, or a field of vision limited to an angle of 20 degrees or less in both eyes. *This category was previously known as blindness (legal).*

g) Severe Communication Disability — For ECS children only (Code 47)
The child with a severe communication disability has severe difficulty in communicating with peers and adults because of a severe disability in expressive and/or receptive language. This may include little if any, expressive or receptive communication skills (i.e. less than or equal to the first percentile).

DETAILS OF CHILDREN IN PROGRAM UNIT(S)

	Alberta Education ID #	Name of Child	Date of Birth Yr.	Mo.	Day	Location(s) of Child's Program	R or N*	**Assessed Primary Disability	Date Program Starts Yr.	Mo.	Day	Date Program Ends Yr.	Mo.	Day	Number of Centre Program Hours	In-Home Visits # of Visits	# of Hours
		FIRST PROGRAM UNIT IN THIS CENTRE															
1		Corey B	92	01	13	XYZ Early C C	R	d	97	09	18	98	06	15	600	9	18
2																	
3																	
4																	
5																	
6																	
		SECOND PROGRAM UNIT IN THIS CENTRE															
1																	
2																	
3																	
4																	
5																	
6																	
		THIRD PROGRAM UNIT IN THIS CENTRE															
1																	
2																	
3																	
4																	
5																	
6																	
		FOURTH PROGRAM UNIT IN THIS CENTRE															
1																	
2																	
3																	
4																	
5																	
6																	

* In this column please indicate whether it is: (R) — for a renewal application
(N) — for a new application

** Refer to assessed primary disability by code. For code 42, if the child has autism or other pervasive developmental disorders, also write in specific disability in the space provided.

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Sample of a Completed Program Unit Funding Application

Appendix D

BUDGET FOR PROGRAM UNIT COSTS

PLEASE SUBMIT A SEPARATE BUDGET FOR EACH UNIT **NAME(S)** Corey B.

			PROGRAM COSTS
INSTRUCTION			
Salaries and Wages (No. of hours 618 x 11.50 rate per hour)			$ 7,107.00
Employer's Portion of Fringe Benefits			455.00
Services Purchased (Please specify service with # of hours and rate per hour) Occupational therapy (35 hours x 35.00/hour)			1,225.00
Supplies and Materials			200.00
PARENT INSERVICE			
STAFF INSERVICE			300.00
SPECIAL NEEDS TRANSPORTATION			
Costs:			
1. Transportation: to and from school	$1,358		
2. In-home Programs	135		
3. Other: - Field Trips	125		
In-program Transportation	300		
Total Estimated Costs		(A) 1,918.00	
Less: Alberta Education Special Needs Transportation Funding: (See Funding Manual Part 1, Section 1.B - School Jurisdictions, Part 2, Section 2.6 - Private ECS Operators and Private Schools)			
1. Disabled Transportation/Regular Transportation	$1,297.50		
2. In-home Transportation	69.20		
Total Special Needs Transportation Funding		(B) 1,366.70	
NET Transportation Costs: (A) – (B) =			$ 551.30
OPERATION AND MAINTENANCE (Please specify) Maintenance of Adaptive Computer			$ 200.00
SUB-TOTAL			$ 10,038.30
ADMINISTRATION (Lesser of Actual Cost or 5% of Sub-total Above)			$ 501.91
CONTRIBUTION TO CAPITAL FUND			
Furniture and Equipment - Specify			
Capital expenditures require prior approval from the Special Education Branch.			$ 1500.00
TOTAL			$ 12,040.21

Guidelines for determining expenditures are found in *Funding For School Authorities*, Part 2, Section 5

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Funding for School Authorities Manual, Section 2.6, ECS Special Needs Transportation

(NOTE: Any changes/additions to Section 2.6 in the *Funding for School Authorities* manual are noted in the left hand margin as "REVISED.")

PURPOSE

Funding for special needs transportation enables **ECS operators** to transport a **child** with special needs to and from an **ECS program** and/or transport a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

CONDITIONS

1. Special Transportation

   a) For the purpose of this section, special transportation means transportation established or provided for a **child** with special needs (**mild, moderate** or **severe disability)** when <u>because of his/her disability</u> or because of the **child's** age (2½ to 4½ years old), the **child** can not ride regular rural or urban transportation. Program or **school** location shall not be considered when determining eligibility for this funding. The funding is provided when high cost special transportation such as a Handi-Bus is required.

   REVISED

   b) A **funded student with a disability** who is eligible to enter Grade 1 and is at least 5 years 6 months on September 1 can not be counted for ECS transportation. These **funded students** are to be counted and claimed for transportation by the **school jurisdiction** under the Rural or Urban Transportation funding in Part 1.

2. In-Home Transportation

   a) For the purpose of this section in-home transportation means transportation for each scheduled visit made by a teacher, a child development specialist, or a teacher assistant to the home of a **child** enrolled in an **in-home program**.

   b) In-home transportation funding will not be paid for more than the following number of visits to any one home during a program period:

      i) 36 visits in the case of a program unit **child**, or

      ii) 18 visits in the case of any other program.

3. Transportation costs incurred for field trips or other activities can not be claimed under this funding. (However, these costs can be claimed for **children with severe disabilities** under program unit funding.)

4. **ECS operators** are to maintain records of:
   - names of **children** transported;
   - number of days each individual **child** is transported;
   - number of in-home visits;
   - actual costs of transportation; and
   - special transportation provided.

REQUIREMENTS

1. Payment for **private ECS operators** is made on the basis of Form 96ED02.06, "Early Childhood Services Transportation," which is sent to **ECS operators** by School Finance in August.

2. **REVISED** The special transportation funding provided for ECS **children** is calculated by multiplying the number of **children** who require special transportation because of their disability by the number of program operation days. The total transportation days is multiplied by the special needs transportation rate. **ECS operators** must return the completed form to School Finance for transportation funding.

3. Funding for in-home visits a teacher will make for the program period is calculated by multiplying the number of scheduled in-home visits by the special needs transportation rate.

For ECS programs beginning in September:

4. The count date for transportation funding is October 31, with the exception of rural transportation which is September 30. The completed form 96ED02.06 must be submitted to School Finance by November 15.

For ECS programs beginning after September 30:

5. The count for transportation will be taken as of the last operating day in the month in which the program begins. Form 96ED02.06 must be submitted to School Finance within three weeks of that date.